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| **Quality of Understanding** |  | **Distinguished** | **Practitioner** | **Apprentice** | **Beginner**  (learning is incomplete) |
| **Understanding**  **65%** | Shows a profound understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods are sophisticated, going well beyond the grasp of the subject typically found. | Shows a significant understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods are comprehensive, with no misunderstandings or overly simplistic approaches. | Shows a basic understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods are simple, but appropriate. Few minor misunderstandings exist, which are easily clarified. | Shows little apparent understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods are inadequate or faulty. Major misunderstandings of key ideas are present. |
| **Quality of Project** | **Learning Process** | Cohesive Methodical  Purposeful Efficient  Logical Directing | Careful Coherent  Sequential Engaged | Dependent Organized  Involved Effective | Removed Scattered  Ineffective Thoughtless |
| **Product** | Professional Rehearsed  Engaging Entertaining  Moving | Effective Prepared  Meaningful Creative | Simplistic Literal  Lackluster Unimaginative | Minimal Sloppy  Ineffective Confusing |
| **Performance** | Professional Rehearsed  Engaging Entertaining  Moving | Effective Prepared  Meaningful Creative | Simplistic Literal  Lackluster Unimaginative | Minimal Sloppy  Ineffective Confusing |
| **Project Defined** |  |  |  |  |

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| Des Moines Public Schools District Ends | | | | |
| **Lifelong Learning** | **Rigorous, Integrated & Co-Curricular** | **Technology & Information Literacy** | **World Awareness** | **Self Directed & Autonomous** |
| □ Competent, intuitive, innovative thinking  □ Anticipate future trends   * Understand systems and processes | * Reading, speaking, writing, listening * Math - algebra & geometry * Life, earth, & physical science * Civics & government * Financial & economic literacy * Fine & applied arts | * Access and evaluate information * Understand and manage, create oral, written and multimedia * Use technology to apply and analyze information | * Rights and obligations of citizenship at local, state, national, and global levels * Mutual respect of people representing individual cultures and religions * Awareness of world issues * Engaged in community life | * Physical and mental well-being * Interests of larger community * Sound reasoning and complex choices * Understand personal learning needs * Role of work in shaping circumstances and life * Identified career interests and developed related skills |

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| **Explanation** | **Application** | **Empathy** | **Perspective** | **Self – Knowledge** | **Interpretation** |
| 1. Knowing a topic well enough to have an intelligent conversation 2. Can involve more than words . . . such as demonstration, picture or artifact 3. Individualized interpretation of facts 4. A process | 1. Has relevance and personal connections 2. Learn by doing and using 3. Research – organize – learn – understand – apply 4. Demonstrate | 1. Relating to another’s circumstances or feelings 2. Seen from another’s point of view **(Emotional)** 3. Open to identifying with in a kind and caring way 4. Walking in someone else’s shoes | 1. Seeing all sides of a problem 2. Point of view **(Objective)** 3. Experiences – culture may change perspective 4. Acknowledging other’s ideas 5. Adopting other’s viewpoints/gaining a new view | 1. Know what you don’t know and admit it 2. Taking inventory of what you do know: Experiences, values, learnings, mistakes, successes and abilities 3. Not knowing personal biases and learned beliefs may get in the way of understanding | 1. Critical thinking –deeper thought – finding and articulating meaning from verbal/nonverbal and oral/written communication 2. Using multiple points of view to create meaning, including your own opinion supported by facts and research 3. Evaluating information and relating it to real life using words, art, etc. 4. Sort and decode data – making meaning out of it 5. Demonstrated through different forms: dance, art, poetry, words, media, conversation etc. |
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**Facets of Understanding (UbD)**

**As of a Quality Project (PBL)**

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| **Authenticity** | | **Academic Rigor** | | **Active Exploration** | | **Applied Learning** | | **Assessment Practices** | | **Adult Connections** | |
| IS   * Your own ideas, project, perspective * Unique and creative * A process – beginning to end * Created * Meaningful | IS NOT   * Copy and paste * Plagiarism – someone else’s work redone * Packets and tests * Recalling facts | IS   * Deep understanding * Critical thinking * Deeper not wider * Connects to more than a competency * Motivating * Makes a difference | IS NOT   * Tons of information * A quick solution or project * Quantity * Without purpose * Memorizing facts | IS   * Hands-on * Discovery * Questioning and inquiry * Choice * Siphoning out the good stuff | IS NOT   * Teacher directed * Copying * One source * One right way | IS   * Demonstrated skills * Authentic ownership * Real world * Critical thinking (Quadrant D) | IS NOT   * Input/Output * Copied materials * Memorizing for tests * Worksheets * Speed testing | IS   * All aspects of project – holistic * Timely * Student self assessed with reflection * Higher achievement – not just a grade | IS NOT   * Just a grade * One time and you’re done * Just details * Recalling facts | IS   * Interactions with students * Real world * Working with experts * Learn from mistakes – correct and improve * Level of trust | IS NOT   * Talking at students * Supplying all answers * Going through the motions * Dream killing |
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**21st Century Skills**

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| **International**  **Perspective** | **Health &**  **Wellness** | **Communication** | **Teamwork &**  **Collaboration** | **Creativity &**  **Innovation** | **Critical Thinking** | **Problem**  **Solving** | **Cultural**  **Proficiency** | **Ethics** | **Democracy** | **Social**  **Responsibility** | **Adaptability &**  **Resiliency** |
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